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ABSTRACT

The Basic Education and Policy Support (BEPS) Activity is a United States Agency for International Development (USAID)-sponsored, multi-year initiative designed to further improve the quality of, effectiveness of, and access to formal and nonformal basic education. This catalog is one element of the BEPS information dissemination process. The catalog includes products and tools now available through BEPS that were developed under USAID's Advancing Basic Education and Literacy (ABEL 2) Project and are now available either through Creative Associates International, Inc., (CAII) and/or USAID's Center for Development Information and Evaluation (CDIE)/Development Experience System (DEXS). Product descriptions are organized into one of eight topics related to basic education: adult literacy, alternative primary school systems; girls' education; classroom-level improvements; community participation; human capacity development; learning technologies; and system reform. Products in the catalog are clearly identified by title, author, DEXS document, order number, and language(s) available. Icons next to each entry indicate availability. (BT)

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BEPS

Basic Education and Policy Support Activity

Center for Human Capacity Development
Bureau for Global Programs, Field Support, and Research
U.S. Agency for International Development
Contract No. HNE-I-00-00-00030-00

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Key Abbreviations

AED	Academy for Educational Development
AIR	American Institutes for Research
CAII	Creative Associates International, Inc
CARE	Cooperative for Assistance and Relief Everywhere
CDIE	Center for Development Information and Evaluation
CIDE	Centro de Investigación y Desarrollo de la Educación
DEXS	Development Experience System
EDC	Education Development Center
FSU	Florida State University
GWU	George Washington University
HIID	Harvard Institute for International Development
IDB	Inter-American Development Bank
PREAL	Programa de Promoción de la Reforma Educativa en América Latina (Partnership for Educational Revitalization in the Americas)
RTI	Research Triangle Institute
USAID	U.S. Agency for International Development

About BEPS

The Basic Education and Policy Support (BEPS) Activity is a USAID-sponsored, multi-year initiative designed to further improve the quality, effectiveness, and access to formal and nonformal basic education. Operating through both core funds and mission buy-ins, BEPS provides short- and long-term assistance to USAID missions and regional bureaus in several important program areas: educational policy analysis and reform; basic education; restorative and additive educational work in countries in crisis (presence and non-presence); and the alleviation of abusive child labor. BEPS provides this assistance through a variety of services, including policy appraisals and assessments, training and institutional strengthening, and the design and implementation of pilot projects, feasibility studies, applied research studies, seminars/workshops, and evaluations. Another major focus of BEPS is information dissemination. BEPS will compile and disseminate results, lessons learned, and other generalizable information through such products as electronic networks, training workshops, national conferences, quarterly and annual reports, and publications. Creative Associates International, Inc. (CAII), together with the Cooperative for Assistance and Relief Everywhere (CARE), George Washington University (GWU), and Groundwork, is implementing the BEPS activity.

This catalog is one element of the BEPS information dissemination process. The catalog includes products and tools now available through BEPS that were developed under USAID's Advancing Basic Education and Literacy (ABEL 2) Project and are now available either through CAII and/or USAID's Center for Development Information and Evaluation (CDIE)/Development Experience System (DEXS). BEPS will disseminate these materials to a wider audience and encourage more widespread application of the findings in various local, national, and regional contexts. Other publications will be made available throughout the activity. We encourage you to check for updates of this document.

The catalog is designed to be user-friendly. Product descriptions are organized into one of eight topics related to basic education: adult literacy; alternative primary school systems; girls' education; classroom-level improvements; community participation; human capacity development; learning technologies; and system reform. Products are clearly identified by title, author, DEXS document order number, and language(s) available. Icons next to each entry indicate availability as follows:

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Tools & Publications by Topics

Adult Literacy

Ecuador NFE [Non-Formal Education] Project: Literacy's Rainbow: The Ecuador NFE Project, Twenty-five Years Later
Educación no formal en Ecuador: arco iris de la alfabetización 25 años después
by Enrique Tasiguano, AED, 1999. (ABEL Document)

Order Number: English PN-ACE-637 **Spanish PN-ACF-476**

This paper examines what has occurred in Ecuador in the years since USAID's Nonformal Education Project of Ecuador ended in 1976, and whether the project had any lasting effects. The paper summarizes how rural Ecuadorians now create, promote, assess, and lead the development of education and how they struggle to make the education system more democratic. The report focuses on the education of the communities themselves, with the external support of agents and resources. The paper concludes that the project indeed has had long lasting effects: official government education programs (educational materials and radio programming) continue to reflect ideas inculcated by the project; community leadership and the development of civil society has been enhanced; and other organizations have effectively applied the techniques of NFE.

Adult Education in Asia and the Pacific: Policies, Issues, and Trends
working paper by Lorecia (Kaifa) Roland, AED, 1997. (ABEL Document)

Order Number: PN-ACA-768

One of the most profound problems facing governments throughout the Asia-Pacific region is how to respond to the educational needs of almost one billion adults who missed the opportunity to attend school or dropped out early. This report surveys the range of approaches that governments in the Asia-Pacific region have developed for providing basic adult education, including program development, audiences, outreach, funding, and constraints. The report found several positive trends in adult education in the Asia-Pacific region. First, countries have made notable progress in extending basic literacy to previously underserved adult populations. Second, countries are demonstrating new sophistication in addressing vocational and other life needs of learners within basic literacy training. Third, countries are increasingly recognizing the need to provide continuing education opportunities that reinforce and ensure the retention of basic literacy. Finally, countries are making increasing use of technology in delivering adult education.

An Analysis of the Impact of Literacy on Women's Empowerment in Nepal
by Shirley A. Burchfield, HIID, 1997. (ABEL Document)

Order Number: PN-ACA-770

This monograph presents findings from a study of the effect of two types of nonformal education (NFE) programs—basic literacy (six-month courses) and post-literacy (six-month plus three-month courses) on women's empowerment. Responses of women who had attended either type of literacy program were compared to those of illiterate women in control villages who had not attended a NFE literacy course or primary school. Indicators of respondents' retention, use of literacy skills, and indicators of empowerment were examined. Also examined was the cost-efficiency of six-month versus three-month post-literacy courses. The survey was conducted approximately one year after the women had completed the courses to ascertain the degree to which the courses had lasting effects on women who completed them.

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Adult Literacy Programs: Design, Implementation, and Evaluation
by John Comings, Cristine Smith, and Chij Shrestha, World Education, 1995. (ABEL Document)

Order Number: PN-ABX-789

This study identifies the elements and processes needed to carry out a successful adult literacy program. The report reviews the merits of adult literacy, summarizes the history of literacy programs, and provides guidance on literacy program design. The guidelines also could be used as a framework for evaluating programs. The study addresses issues such as cost and financing, evaluation, management information systems, and research and development. These issues are illustrated through a case study of programs in Nepal.

ALTERNATIVE PRIMARY SCHOOL SYSTEMS

Bangladesh Rural Advancement Committee (BRAC): Lessons from the BRAC Non-Formal Primary Education Program
by Anne T. Sweetser, AED, 1999. (ABEL Document)

Order Number: PN-ACE-308

This study focuses on understanding the perspectives of the beneficiaries of the Bangladesh Rural Advancement Committee's (BRAC's) Nonformal Primary Education program, including students, parents and community members, teachers, program staff, and some who work in public education. By employing participatory research methods, the research team gave those directly involved in the program the opportunity to share their perspectives as well as to answer questions that arose from the team's review of written materials and interviews in BRAC's Dhaka headquarters. By coming to an understanding of the relationships between the Nonformal Primary Education activity and those affected by it, the research team gained an appreciation of the sociocultural factors that affect the sustainability of the effort and of the overall contribution BRAC, as an NGO, makes toward the building of social capital in Bangladesh.

Comunidades educativas donde termina el asfalto: Escuelas Fe y Alegría en América Latina
by John Swope and Marcela Latorre, CIDE and PREAL, 1998. (ABEL Document)

Order Number: PN-ACH-039 **(English version forthcoming)**

Fe y Alegría (Faith and Joy) is an educational movement founded by the Jesuits in 1954. It offers a range of services to underserved populations in twelve Latin American countries, and its basic education system of over 500 schools has long been acknowledged to offer schooling that is more efficient and costs the state less per student than does the public system. This study examines how Fe y Alegría achieves these efficiencies through its fundamental principles of administrative decentralization, school autonomy, parent and community participation, and strong emphasis on pupil retention. As an alternative system rather than a random set of innovations, Fe y Alegría offers many useful lessons to countries undertaking serious and comprehensive education reforms.

Fe y Alegría In-Country Survey Results Reports
Edited by Alejandra Morales and Patricia Romero, CIDE, 1998. (ABEL Document)

Escuelas Fe y Alegría en América Latina: Bolivia
Order Number: PN-ACE-992

Escuelas Fe y Alegría en América Latina: Colombia
Order Number: PN-ACE-993

Escuelas Fe y Alegría en América Latina: Ecuador
Order Number: PN-ACE-994

Escuelas Fe y Alegría en América Latina: Guatemala
Order Number: PN-ACE-995

Escuelas Fe y Alegría en América Latina: Peru
Order Number: PN-ACE-996

Escuelas Fe y Alegría en América Latina: Venezuela
Order Number: PN-ACE-997

These six in-country survey results reports were produced as part of the larger study that led to the publication of Comunidades educativas donde termina el asfalto: Escuelas Fe y Alegría en América Latina (see above).

Primary Education for All: Learning from the BRAC Experience—A Case Study
by Colette Chabbott, Manzoor Ahmed, Rohini Pande, and Arun Joshi, AED, CAII, Unicef, Rockefeller Foundation, 1993. (ABEL Document)

Order Number: Case study PN-ABR-068 **Exec. summary PN-ABQ-880**

This study presents the findings of a multidonor, multidisciplinary investigation of the Bangladesh Rural Advancement Committee's (BRAC) Nonformal Primary Education Program. BRAC provides primary education to the most disadvantaged communities of Bangladesh and has proven successful in expanding access to those historically neglected by the formal primary education system: children—especially girls—from poor, rural, landless and near-landless families. The study begins with a description of BRAC and the economic, educational, and social context in which this NGO began the nonformal primary education program. The study then provides detailed descriptions of BRAC's program elements, lists issues to consider for program improvement and expansion, and analyzes the implications of the program relevant to the global Education for All community.

Classroom-level Improvements

Bringing Together Health and Education for School-aged Children
by Kera Carpenter, HIID, 1998. (ABEL Document)

Order Number: PN-ACD-103

Traditionally, the provision of child health services has been the responsibility of the health ministry, while education has been the domain of the education ministry. However, as more children survive early childhood and enter primary school, the school has become a logical point of entry to address their health and nutrition needs. This paper examines factors critical to the successful collaboration of health and education ministries toward the goal of child health, as well as organizational and institutional barriers to collaboration and ways these might be overcome. A bibliography and brief inventory of more than twenty current interagency school-based health service programs in selected developing countries and a bibliography are included.

Children's Health and Nutrition as Educational Issues: A Case Study of the Ghana Partnership for Child Development's Intervention Research in the Volta Region of Ghana
by James Williams and Mary Catherine Leherr, AED, 1998. (ABEL Document)

Order Number: PN-ACD-822

A number of conditions amenable to treatment are known to affect the educability of children. The question is whether such treatment is feasible on a large scale using the organizational infrastructure of developing country school systems. This research seeks to understand these issues from an educational policy perspective: if health and nutrition interventions measurably improve the quality and the efficiency of schooling, a case could be made on educational grounds for investment in the health and nutrition of school children. Health and nutrition could then be seen as the joint responsibility of education and health ministries and as a necessary input to the educational process. This research thus measured educational outcomes and their interaction with health and nutritional conditions.

Teacher Development: Making an Impact
by Helen Craig, Richard J. Kraft, and Joy du Plessis, AED and The World Bank, 1998. (ABEL Document)

Order Number: PN-ACE-122 **Exec. summary in English, French, and Spanish PN-AGC-016**

Teacher development should be thought of as an ongoing participatory process tied to the learning needs of children. Teacher development can make a difference to student achievement, but it depends on the type of education program and support that is put in place. Many key factors can contribute to improving a teacher's performance and hence student achievement. This paper reviews these factors, presents case studies of teacher education programs that have been effective, and makes specific recommendations for improving the quality of teaching.

Early Intervention: HIV/AIDS Programs for School-aged Youth
by Kim Siefert, CAII, 1997. (ABEL Document)

Order Number: PN-ACA-818

This report presents findings from a study aimed at identifying low-cost, community-based HIV/AIDS awareness programs that target school-age children, in particular preadolescent and adolescent youth. The study examines the use of resources at the community level to increase awareness of and change behavior among youth. A primary objective of the study is to determine the transferability of nontraditional and community-based programs that use schools as the point of delivery. Two programs were selected for in-depth review: the Morehouse/YWCA Program, a community-based outreach program in Zambia that trains at-risk, out-of-school youth to work as peer outreach workers; and the Teach English Prevent AIDS Program, a school-based program in Cameroon that combines instruction on HIV/AIDS prevention with the teaching of English as a second language. The paper includes a summary of factors contributing to program success, discusses the transferability and sustainability of such programs, and makes general conclusions.

Exam Fervor and Fever: Case Studies of the Influence of Primary Leaving Examinations on Uganda Classrooms, Teachers, and Pupils
working paper by Conrad Snyder, AED, 1997. (ABEL Document)

Order Number: PN-ACA-769

This study tests the proposition that teachers change their instructional practices in desired ways in response to changes on "high-stakes" national examinations. Data on classroom practices, teacher attitudes, and student performance in Uganda were collected before and after major changes were introduced to the national examination given at the end of standard 7. An analysis of the data assesses the extent to which teachers changed classroom practices in response to changes in the national examination.

Testing to Learn...Learning to Test
by Joanne Capper, AED, 1996. (ABEL Document)

Order Number: PN-ABZ-336 **Exec. summary PN-ABS-465** **Arabic PN-ABX-625**

French PN-ACF-193

This book analyzes the role of examinations and assessments in relation to teaching and learning in developing countries. Addressed to education policymakers and planners, the book highlights dramatic changes occurring worldwide in the design and use of testing systems, and it discusses the complex interaction between testing and teaching. Based on international research and classroom experience, the book provides concrete examples of ways to measure student learning. The author offers techniques and guidelines for the involvement of parents, teachers, and students in the use of tests to improve educational systems.

COMMUNITY PARTICIPATION

From Information To Action: Tools for Improving Community Participation in Education
by Eileen Kane and Joyce Wolf, AED and AIR, 2000. (ABEL Document)

Order Number: PN-ACH-912

This computer program provides, in CD-ROM form, a toolkit that explains how to work with communities to create local involvement in basic education. It shows how to obtain community information needed to make programs more relevant, how to share information with the community, and how to use information to develop programs. It also explains some basic information-getting tools that can be used to carry out these tasks. The toolkit is targeted at planners, administrators, and educators. It is focused on the education sector, but is applicable to other sectors as well. The CD-ROM is a sequel to the Planning for Community Participation in Education toolkit (see p. 6).

Involving Communities: A Companion Guide
CAII, 2000. (ABEL Document)

Order Number: PN-ACH-065

This document, which is a companion to *Involving Communities: Participation in the Delivery of Education Programs* (see below) is a summary of the process that was used in Ghana to apply community involvement concepts presented in the parent publication. The document helps educators involve local communities in improving education for their children. It includes a summary of important findings and suggested activities for community involvement sessions at the village, district, and national levels. Copies of handouts that can be used during those sessions also are included.

Participación de la comunidad local en programas educativos
by Andrea Rugh and Heather Bossert, AED, 2000. (ABEL Document)

Order Number: PN-ACH-702

This document is a condensed version of the comprehensive paper, Involving Communities: Participation in the Delivery of Education Programs (see below).

Involving Communities: Participation in the Delivery of Education Programs
by Andrea Rugh and Heather Bossert, CAII, 1998. (ABEL Document)

Order Number: PN-ACC-721

This paper assesses the effectiveness of community participation in education delivery. It reviews case documents to develop an understanding of ongoing and previously implemented efforts, examines the circumstances that made the incorporation of community participation appear to be an appropriate strategy and evaluates the strategies' effects in terms of conventional indicators, considers whether involving communities leads to valued ends, draws implications about the effectiveness of strategies to incorporate community participation, and suggests ways to utilize these strategies in future initiatives.

Toward School and Community Collaboration in Social Forestry: Lessons from the Thai Experience
by Maureen H. McDonough and Christopher W. Wheeler, Michigan State University, 1998. (ABEL Document)

Order Number: PN-ACE-123

This publication examines school efforts to use communities as laboratories for learning in Northern Thailand, provides insights into how schools can contribute to community efforts to develop sustainable solutions to local problems, and raises a number of important issues and questions for policymakers and practitioners alike.

Planning for Community Participation in Education
by Joyce Wolf, Eileen Kane, and Brad Strickland, AED and CAII, 1997. (ABEL Document)

Order Number: English PN-ACA-364

A manual and computer diskette present information in an interlinked fashion to assist policy and program planners in making informed decisions about community participation in education. The manual and software help users analyze the experience of actual programs in developing countries along three interlinked dimensions: goals, strategies, and context.

GIRLS' EDUCATION

How Educating a Girl Changes the Woman She Becomes: An Intergenerational Study in Northern Ghana
by Joyce Wolf and Martina Odonkor, CAII, 1997. (ABEL Document)

Order Number: PN-ACB-730

This document examines the lives of women in a single, extended Dogomba family to determine the effect of education upon girls during their maturation into womanhood. The authors assess life stories of the Dogomba women to establish an accurate portrayal of the setting in which they live and to ascertain whether education led to reduced fertility rates, improved child health, and increased child education. The final section of the report addresses how these changes occur by examining the several hypotheses that were developed to explain the role of education upon social reform.

Including Girls in Basic Education: Chronology and Evolution of USAID Approaches
working paper by Christina Rowley, CAII, 1997. (ABEL Document)

Order Number: PN-ACF-196

This paper chronicles USAID's efforts to help countries provide equal access to basic education for boys and girls. It begins with an examination of the evolution of strategies for promoting girls' education and places them within the broader historical framework of gender issues and women in development. Funding trends and basic education programs for girls are reviewed as a means to highlight USAID's continuing commitment to girls' basic education. The paper presents several subsector strategies, including research, teacher training, staffing and administration, curriculum development, and classroom facilities. The paper concludes with suggestions for future gender-equity programs.

Beyond Enrollment: A Handbook for Improving Girls' Experiences in Primary Classrooms
Après l'inscription: Comment améliorer l'expérience des filles dans les classes du primaire
by Chloe O'Gara and Nancy Kendall, CAII, 1996. (ABEL Document)

Order Number: English PN-ABY-867 French PN-ACC-724

The handbook provides educators with information on how to modify classroom practices to improve gender equity and promote girls' retention. It also serves as a resource for ideas about common differences between girls' and boys' experiences in primary school classrooms and for ways to improve classroom learning for girls by acknowledging those differences. The handbook includes descriptions of how educators around the world have understood and improved the quality of girls' classroom experiences. The handbook addresses five areas that contribute to girls' classroom performance: curriculum, instruction and guidance, language and speech, management of time and space, and sexuality. The intended outcomes are positive learning experiences, expanded aspirations, increased achievement, and improved quality of life for women.

Exploring Incentives: Promising Strategies to Improve Girls' Participation in School
by Cynthia Prather, with Islam Balouch, Carl Monde, Eugenia Monterroso, and Taufiqur Rahman, CAII, 1996. (ABEL Document)

Order Number: PN-ABY-866

This report presents information on how incentive programs have been used to increase girls' enrollment, attendance, and performance in primary school. Case studies examine three types of incentives: scholarships, school feeding programs, and incentive packages. Each case study, which was drafted by field-based practitioners familiar with the programs, includes a brief overview of the incentive, the context in which it was implemented, a description of the program, and a discussion of its effectiveness, sustainability, and replicability. The report also summarizes overall trends and conclusions related to outcomes, context, and features.

Gender, Culture, and Learning
by Eileen Kane, EDC, 1996. (ABEL Document)

Order Number: PN-ABY-898

This document presents an analysis of the differences in how boys and girls learn and the implications of those differences for the design and delivery of classroom instruction. Overall, boys and girls are more alike than different in their cognitive abilities and learning processes, although there are some differences that appear consistently across cultures. The study draws on the literature from anthropology, psychology, and biology to present conclusions and recommendations for educators.

Education's Impact on Girls: Five Generations of an Indian Family
by Joyce Wolf and Mihira Karra, 1994. (ABEL Document)

Order Number: PN-ABY-992

This report presents results of a research study designed to contribute to understanding the relationship between girls' education and fertility, child health, and child schooling. By investigating the patterns and changes in five generations of an Indian family, the study reveals changes in attitude and practice toward educating girls and the effect of that education on decisions about marriage, health care, and number of children. An understanding of what factors affect family decisions about education and enhance its effects allows educators to design and implement programs that can better achieve desired economic, health, and fertility outcomes.

Educating Girls: Strategies to Increase Access, Persistence, and Achievement
Éducation des filles: Stratégies pour accroître accès, persistance et résultats
by Karen Tietjen, CAII, 1991. (ABEL Document)

Order Number: English PN-ABK-950 **French PN-ABQ-382**

This document reviews the interventions—policies, programs, and projects—that have been implemented by governments, donors, and other institutions to increase girls' access, persistence, and achievement at the primary school level. It examines both the formal system of primary education and nontraditional, alternative approaches to reach out-of-school girls. Its goal is to identify the strategies, practices, inputs, and factors that have measurably affected the availability and accessibility of basic education to girls in developing countries.

The Economic and Social Impacts of Girls' Primary Education in Developing Countries
Impacts économiques et sociaux de l'éducation primaire pour filles dans les pays en voie de développement
by Maria Floro and Joyce Wolf, CAII, 1990. (ABEL Document)

Order Number: English PN-ABJ-598 **French PN-ABM-007**

There is abundant evidence that girls' education has an effect on family health and infant mortality. This study explores the evidence that exists worldwide of the economic and social impacts of girls' education, particularly at the primary level. The authors consider economic dimensions including the effect of girls' education on woman's labor force participation, employment opportunities, wage earnings, and performance in the informal sector. Also considered are social dimensions, including the urban-rural context, socioeconomic background, and cultural variations.

HUMAN CAPACITY DEVELOPMENT

USAID Human Capacity Development for the 21st Century: Reaping the Results of Investment and Experience—Workshop Proceedings
AED, 1997. (ABEL Document)

Order Number: PN-ACC-723

This document provides a summary of the USAID Human Capacity Development Conference held in July 1997 in Washington, DC. The proceedings summarize the dialogue that occurred on prevailing issues in educational development, highlight key ideas raised from participants, and present lessons learned from those active within this community. Themes include educational reform, higher education and partnership, basic education, training and workforce development, information technology, girls' education, and programming for gender and ethnic equity in education.

LEARNING TECHNOLOGIES

Interactive Radio Instruction: Impact, Sustainability, and Future Directions
by Alan Dock and John Helwig, EDC and the World Bank, 1999. (ABEL Document)

Order Number: PN-ACF-358

This study will help readers appreciate the accessibility and effectiveness of radio as a tool for active learning inside and outside of the classroom. By synthesizing the knowledge and experience accumulated from twenty-five years of the use of radio for instruction in some twenty developing countries, the authors hope to encourage governments and aid agencies worldwide to reexamine radio's potential and the particular methods that make it function so effectively as an instructional tool. While Interactive Radio Instruction (IRI) is in no sense a panacea for all the problems facing education, research has shown it to be an effective tool to improve educational quality in the classroom at affordable costs, particularly when the goal is to reach learners in remote areas. This study provides a balanced account of the successes and failures that mark the international experience with IRI. Avoiding easy generalizations, it situates the unfolding of events in the richness of local context. The authors remind us of the need for a long range vision toward matters of implementation, ownership, and institutionalization during the length and breadth of complex processes of educational reform and innovation.

Meeting the Needs of a New Democracy: Multichannel Learning and Interactive Radio Instruction in Haiti
by Katherine Yasin and Yvrose Luberisse, EDC, Haitian Foundation for Private Education, AED, 1999. (ABEL Document)

Order Number: PN-ACG-345

This study describes an experiment to use multichannel learning and interactive radio instruction (IRI) to improve the quality of learning in Haiti. It concludes that the methods promoted greater participation in classroom exercises,

produced significant increases in learning achievement, and evoked a feeling of enjoyment among participants. The paper documents the Haitian educational background, strategies used, the pre-pilot and pilot stages of the experiment, and plans for using multichannel learning and IRI in Haiti in the future.

Making Interactive Radio Instruction Even Better for Girls: The Data, the Potential and the Scripts
Rendre l'enseignement par la radio interactive encore meilleur pour les filles: Les données, les scripts et le potential
by Andrea Bosch and Lisa Hartenberger, EDC, 1996. (ABEL Document)

Order Number: English PN-ABY-899 **French PN-ACF-194**

This monograph analyzes achievement data from interactive radio instruction (IRI) programs around the world and offers evidence of the positive effect of IRI on student achievement. The first section discusses the potential of IRI as a tool for improving learning and examines data from several countries to see whether girls are learning more through IRI than girls not receiving IRI and how girls are doing relative to boys. The next section is a practical guide for IRI script writers and other creators of educational materials. It examines common gender biases in existing scripts and proposes several options for making scripts more gender neutral and more beneficial for girls' learning.

Partnership for Change: Using Computers to Improve Instruction in Jamaica's Schools
by Errol Miller, AED, 1996. (ABEL Document)

Order Number: PN-ACA-862

The introduction of computers into the Jamaican education system in the early 1990s has been one of the most revolutionary steps taken by that organization in years. This case study examines education reform in Jamaica in the primary and secondary levels, particularly in the context of the policy of partnership in education. Instead of focusing primarily on the outcomes of reform, the research probes the dynamics of the relationships between the private sector, the community, and the school, as well as the processes that propel reform.

System Reform

Perspectivas sobre la reforma educativa: América Central en el contexto de políticas de educación en las Americas
edited by Juan Carlos Navarro, Katherine Taylor, et al., IDB and HIID, 2000. (ABEL Document)

Order Number: PN-ACH-684

This book is a 400-page compilation of articles on education reform and educational politics in the Americas. The following topics are covered: educational politics and equity; quality of education; pedagogical focus on gender; private sector involvement in education; pastoral involvement in education; teacher incentives and politics; teacher motivation and performance; promotion, quality, and evaluation in higher education; politics and reform of secondary education; finance of education reform; cost-effectiveness of the politics of primary education; community participation and social capital; teacher development quality circles; and teacher professional development programs. Other topics area also covered.

Paradigm Lost? Implementing a Basic Education Reform in Africa: Five Case Studies
by Jeanne Moulton, Karen Mundy, Michel Welmond, and James Williams, AED and AIR, 1999. (ABEL Document)

Order Number: PN-ACJ-283

This publication describes the implementation of a major primary education reform effort in five countries (Benin, Ethiopia, Guinea, Malawi, and Uganda). The authors analyze the implementation process in each of these countries

according to a common framework that explains the content of the reform, or its technical dimension; the actors who implemented it, or its political dimension; and the context that influenced the actors. A synthesis chapter searches the five cases for patterns and cross-cutting themes. The account is intended primarily for an audience of policymakers and program designers and managers, both in African education ministries and in funding agencies.

Where Policy Hits the Ground: Policy Implementation Processes in Malawi and Namibia
by Joyce Wolf, Grace Lang, L.L. Bekett Mount, and Diane Prouty, CAII, AIR, and AED, 1999. (ABEL Document)

Order Number: PN-ACE-374

In recent years, many new policies have been issued as countries in sub-Saharan Africa struggle to transform their societies through educational change. Yet many, or even most, of those policies that took so much effort to produce have never been implemented in a manner resembling what was envisioned. This study focuses on the implementation of particular policies in Namibia and Malawi to allow a close examination of what was intended and what actually occurred. In Namibia, the study examines policies making English the official language for the school system, banning the use of corporal punishment in schools, setting a target ratio for learners to teachers, and strengthening the role of school boards. In Malawi, the study examines policies allowing girls who have become pregnant while in school to return to school after having their babies, regulating repetition in primary school, setting a pupil-teacher target ratio, and strengthening the role of school committees.

Education Policy Simulation (EPICS): A Decision-Making Model to Improve Access to Schooling
EPICS (Simulation de politique éducative): Modèle décisionnel stratégique pour amplifier l'accès à la scolarisation dans l'équité
by Claire Brown, Haroona Jatoi, and Christina Rawley, CAII and HIID, revised 1998. (ABEL Document)

Order Number: English PN-ABI-842 French n/a

EPICS is a dynamic computer-aided simulation created to explore the complexities of educational policymaking and planning at the national level in a low-income country. The simulation provides a realistic environment in which to experience and experiment with fundamental concepts and issues in planning for educational change. The game simulates the way that relationships among factors within the education system can hinder or promote access and retention in basic education. Specific attention is given to countries that are decentralizing and diversifying their education systems. The simulation requires some training to use properly. Please contact BEPS for information on obtaining training on this tool.

Evaluation and Educational Reform: Policy Options
Evaluación y reforma educativa: Opciones de política
edited by Benjamín Álvarez and Mónica Ruiz-Casares, AED, 1997, 1998. (ABEL Document)

Order Number: English PN-ACD-054 Spanish PN-ACE-374

This book attempts to spur the educational reform efforts underway in Latin America and the Caribbean by looking at the different dimensions of evaluation and at options for framing public and private policy. Rather than simply design a model or present ready-made formulas, the authors' main goal is to strengthen capabilities at the country level to continually reinvent education systems, which help form the foundation of effective governance in an information-oriented society. The book's eleven essays are organized into sections on national systems, lessons of history, teacher evaluation and professionalism, and evaluation of the organization of education.

Paths of Change: Education Reforms Under Way in Latin America and the Caribbean
Senderos de cambio: Génesis y ejecución de las reformas educativas en América Latina y el Caribe
edited by Benjamín Álvarez H. and Mónica Ruiz-Casares, AED, 1997, 1998. (ABEL Document)

Order Number: English PN-ACC-888 **Spanish PN-ACB-904**

As the Latin American and Caribbean regions come under increasing pressure to enter the global economy, education has emerged as a major topic in national and regional deliberations about development. This book presents case studies of education reform efforts undertaken during the 1990s in several countries that have received a great deal of support for education from USAID—the Dominican Republic, El Salvador, Jamaica, and Paraguay. The studies focus on the processes of implementing the reforms. A final analytical chapter identifies common factors important to the successful evolution of education reforms, including the nation's capacity for reform, characteristics of the reform, strategies for implementation, and external pressures.

DECIDE About Decentralization
by Thomas Welsh and Noel F. McGinn, HIID, 1997. (ABEL Document)

Order Number: PN-ACD-294

DECIDE is a computer-based simulation game designed to sensitize players to some of the major issues involved in the implementation of decentralization. The game opens with a crisis situation requiring a decision by the players, who represent central ministry officials. Over the course of a school year, decisions are made that affect the structure and operation of primary and secondary level schools. Players choose among various responses; the program chooses the next situation based on whether the players' choices move the system toward an effective decentralization. The game is designed to be played by teams of four people. About two hours are required to introduce the game, work through all the situations, and conduct a debriefing. A manual is provided for the trainer, and information is available about the use of the game in training programs in a several countries.

Ed*Assist (Education Automated Statistical System Toolkit) Demonstration Materials
by Vivian Toro, Johnson Sikes, and Kurt Moses, AED, 1997. (ABEL Document)

Order Number: N/A

ED*Assist is a Windows-based software system designed for the collection, processing, and dissemination of education data, and for the planning and management of these activities. ED*Assist provides a baseline of proven standard software and a collection of techniques, illustrative examples, and related tools, the use of which can dramatically shorten the education data collection and reporting cycle from years to months. Demonstration materials include the Ed*Assist Implementation Questions & Checklist, a draft User's Guide, and an introductory demonstration disk. At its current stage of development, technical assistance is recommended for effective use.

Education Reform Support
by Luis Crouch, Joseph DeStefano, and F. Henry Healey, AED and RTI, 1997. (ABEL Document)
Education Reform Support—Volume One: Overview and Bibliography
Soutien à la réforme de l'éducation—Volume un: Vue générale et bibliographie
Apoyo a la reforma de educación—Volumen uno: Sumario general y bibliografía
Order Number: English PN-ACA-717 **French PN-ACE-641** **Spanish PN-ABY-865**

Volume Two: Foundations of the Approach
Order Number: PN-ACA-718

Volume Three: A Framework for Making It Happen
Order Number: PN-ACA-719

Volume Four: Tools and Techniques
Order Number: PN-ACA-720

Volume Five: Strategy Development and Project Design
Order Number: PN-ACA-721

Volume Six: Evaluating Education Reform Support
Order Number: PN-ACA-722

Education Reform Support is a six-volume series that creates an operational framework through which advocates of educational reform—particularly in Africa—can counterbalance political interests that can deter reform, build the capacities of diverse actors to participate in the policy process, foster the role of information in policymaking, and create

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networks and coalitions that support policy dialogue. The approach integrates traditional public policy analysis with policy dialogue, advocacy, awareness, and political salesmanship. The series is designed for development agencies, host country proponents, and individuals interested in helping steer countries toward sustainable reforms in education.

Education Reform Support: A Framework for Scaling Up School Reform
working paper by F. Henry Healey and Joseph DeStefano, AED and RTI, 1997. (ABEL Document)

Order Number: PN-ACC-722

This paper presents a core set of elements of strategy discussed at a seminar in October of 1996. The purpose of the seminar was to examine the issue of scaling up education reform and to bring together different experiences and perspectives on how to address it directly. In particular, the seminar examined an approach developed by USAID, and assessed it specifically for its applicability as a strategic framework for addressing the scaling-up problem in the United States, against a backdrop of school reform and scale up experiences at the school, district, and state levels. The paper discusses the U.S. School reform movement, lessons from the developing world, the fundamental features of reform, exploration of problems in scaling up, requirements for scaling up, support to education reform and redefining the roles of public and private sector institutions.

Improving Capacity for Policy Analysis and Planning in Cambodia's Ministry of Education, Youth and Sports
working paper by Christopher Wheeler, Kay Calavan, and Melinda Taylor, AED, 1997. (ABEL Document)

Order Number: PN-ACF-195

This report analyzes the current capacity of Cambodia's Ministry of Education, Youth and Sports to conduct policy analysis and planning. It also recommends ways of building the ministry's capacity to strengthen its ability to address educational issues affecting Cambodian children at the primary school level.

Patterns of Public–Private Sector Collaboration in the Promotion of Non-Formal Education and Training: Ghana, Senegal, and Burkina Faso
by Peter Easton, Rosemary B. Closson, and Paul Mavima, FSU, 1997. (ABEL Document)

Order Number: PN-ACJ-813

Much of sub-Saharan Africa has retreated from the role of grand provider of basic education and has begun delegating many educational services to the private sector. The focus of this study was to identify the types of entities involved in this new form of service provision, especially those involved in the provision of nonformal education (NFE). The authors sought answers to the following questions: What are the current and emerging patterns of collaboration among the different public and private stakeholders involved in NFE in West African countries? Who are the main actors in the promotion and provision of NFE and what role is each playing? With what form of NFE is each category of actor involved? Are the traditional roles of government shared in substantially different ways in the different countries? What lessons can be drawn for NFE from these relationships and implementation arrangements?

Skill Learning for Economic Success: Strategies of West African Women for Literacy and Numeracy Acquisition and the Role of Women's Voluntary Organizations
by Vandra Masemann, Mwenene Mukweso, and Chris Cappacci, FSU, 1997. (ABEL Document)

Order Number: PN-ACJ-814

The focus of this study is skill learning among women in four countries in Sahelian West Africa, particularly within the context of women's voluntary associations (WVAs). Women have a long history of economic activity in West Africa, yet their formal schooling years are often shortened because of economic and cultural constraints. Many of these women work in the informal sectors in urban and semi-urban areas in entrepreneurial enterprises. Often, they are members of and assisted by WVAs, which provide credit and much of the needed training for women working in the informal and

formal sectors. This study examines women's involvement in WVAs and ways that WVAs help them acquire needed skills for their employment and community development.

The Practical Applications of Koranic Literacy Schooling in West Africa
by Peter Easton and Mark Peach, FSU, 1997. (ABEL Document)

Order Number: PN-ACJ-812

This study sought to learn the levels of literacy and numeracy attained by different kinds and cohorts of Koranic students, the numbers and types of people involved relative to the larger population of the localities in question, the vocational or technical skills that may be conveyed at the same time, and the socioeconomic uses to which these new competencies are typically put. This is an issue of live interest in a period of decentralization and privatization when local communities, associations, and businesses are being called upon to assume new responsibilities for which current levels of formal schooling among their members may not have equipped them.

Widening the Circle: Enlisting the Collaboration of New Partners in African Educational Development
by Peter Easton and Rosemary Closson, FSU, 1997. (ABEL Document)

Order Number: PN-ACJ-816

To develop new patterns of collaboration between the educational system in Africa and its numerous partners, we would do well to seek first a better understanding of the collaboration—recognized and unrecognized—already taking place within the sector itself. This paper briefly examines a series of innovative and encouraging types of "partnering" that have been experimented with in the domain of nonformal education over the last few years, including new forms of collaboration with communities, development agencies, and nonformal and formal delivery systems. This paper is based on studies carried out by the ADEA Working Group on Nonformal Education.

Guide to Acquiring Tools and Publications

Tools/Publications	Published Copy Available Through CAII ☐	Printout Available Through DEXS ☐	On-line Copy Downloadable From DEXS ☐
Adult Education in Asia and the Pacific: Policies, Issues, and Trends		X	
Adult Literacy Programs: Design, Implementation and Evaluation		X	
An Analysis of the Impact of Literacy on Women's Empowerment in Nepal		X	
Après l'inscription: Comment améliorer l'expérience des filles dans les classes du primaire		X	
Bangladesh Rural Advancement Committee (BRAC): Lessons from BRAC Non-Formal Primary Education Program	X	X	X
Beyond Enrollment: A Handbook for Improving Girls' Experiences in Primary Classrooms	X	X	
Bringing Together Health and Education for School-aged Children		X	X
Children's Health and Nutrition as Educational Issues: A Case Study of the Ghana Partnership for Child Development 's Intervention Research in the Volta Region in Ghana		X	X
Communidades educativas donde termine el esfuto: escuelas Fe y Alegria en America Latina		X	
DECIDE about Decentralization		X	
Early Intervention: HIV/AIDS Programs for School-aged Youth	X	X	
Ecuador NFE [Non-Formal Education] Project: Literacy's Rainbow: The Ecuador NFE Project, Twenty-five Years Later	X	X	X
Economic and Social Impacts of Girls' Primary Education in Developing Countries	X	X	
Educación no formal en Ecuador : arco iris de la alfabetización 25 años despuès	X	X	X
Educating Girls: Strategies to Increase Access, Persistance, and Achievement	X	X	
Education Automated Statistical System Toolkit (Ed*Assist)	X		
Education des filles: Stratégies pour accroître accès, persistance et résultats		X	
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Education Reform Support: A Framework for Scaling Up School Reform	X	X	
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Exam Fervor and Fever: Case Studies of the Influence of Primary Leaving Examinations on the Uganda Classrooms, Teachers, and Pupils, vol. 1		X	
Exploring Incentives: Promising Strategies to Improve Girls' Participation in School	X	X	
Fe y Alegria in-country survey results reports		X	
From Information to Action: Tools for Improving Community Participation in Education		X	X
Gender, Culture, and Learning		X	

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How Educating a Girl Changes the Woman She Becomes: An Intergenerational Study in Northern Ghana	X	X	X
Impacts économiques et sociaux de l'éducation primaire pour filles dans les pays en voie de développement		X	
Improving Capacity for Policy Analysis and Planning in Cambodia's Ministry of Education, Youth and Sports		X	
Including Girls in Basic Education: Chronology and Evolution of USAID Approaches		X	
Interactive Radio Instruction: Impact, Sustainability and Future Directions		X	X
Involving Communities: A Companion Guide	X	X	X
Involving Communities: Participation in the Delivery of Education Programs	X	X	
Making Interactive Radio Instruction Even Better for Girls: The Data, the Potential, and the Scripts	X	X	
Meeting the Needs of a New Democracy: Multichannel Learning &Interactive Radio Instruction in Haiti		X	X
Paradigm Lost? Implementing a Basic Education Reform in Africa: Five Case Studies		X	X
Participación de la comunidad local en programas educativos		X	X
Partnership for Change: Using Computers to Improve Instruction in Jamaica's Schools		X	
Paths of Change: Education Reforms Under Way in Latin America and the Caribbean		X	
Patterns of Public/Private Sector Collaboration in the Promotion of Non-formal Education and Training: Ghana, Senegal, and Burkina Faso	X	X	
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Planifier en vue de la participation communautaire a l'éducation		X	
Planning for Community Participation in Education	X		
Practical Applications of Koranic Literacy Schooling in West Africa	X	X	
Primary Education for All: Learning from the BRAC Experience- A Case Study	X	X	
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Senderos de cambio: Génesis y ejecución de las reformas educativas en América Latina y el Caribe		X	
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Teacher Development : Making an Impact	X	X	X
Testing to Learn...Learning to Test	X	X	
Toward School and Community Collaboration in Social Forestry: Lessons from the Thai Experience	X	X	X
USAID Human Capacity Development for the 21st Century: Reaping the Results of Investment and Experience—Workshop Proceedings		X	
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